



**Psychology 316L (52536)**  
**Non-Experimental Research Methods**  
Spring 2020

Lecture Location: Von KleinSmid Center (VKC), Room 156

Days and Time: Monday & Friday; 12:00 p.m. to 1:20 p.m.

Lab Location: King Hall (KOH), Room 208

Lab Day and Times: Tuesday, 10:00 a.m. to 11:50 a.m.; Wednesday, 12:00 p.m. to 1:50 p.m.

Online portion at <http://blackboard.usc.edu>

**Instructor Information**

Dr. Clayton L. Stephenson  
Assistant Professor (Teaching) Psychology  
[clstephe@usc.edu](mailto:clstephe@usc.edu)  
(213) 740-9019

Office Location: SGM, Room 525A  
Office Hours: Monday & Friday from 1:30 p.m. –  
3:30 p.m., Wednesday from 2:00 p.m. – 4:00 p.m.,  
and by appointment

**TA Information**

Linle (Nicky) Jiang  
[linlejia@usc.edu](mailto:linlejia@usc.edu)

**Syllabus**

**Course Description**

Non-experimental research methods in psychology. Observational, survey, and data analysis exercises.

**My Course Summary**

Psychology is a science. Although most psychological scientific inquiry uses experimental research procedures, there are other methods of inquiry we can use to create knowledge and even promote social change. This course will provide you with additional methodological tools and skills to help you become a better critical thinker and psychological scientist. The primary goal of the course is for you to learn new data collection techniques while working together as if you were members in a lab. You will learn about interpretive frameworks; qualitative approaches; analyzing qualitative data derived from interviews, observations, and documents; becoming literate in quantitative non-experimental methods; and write a qualitative research paper adhering to the Publication Manual of the American Psychological Association.

**Prerequisites**

PSYC 100 (Introduction to Psychology)  
PSYC 314 (Experimental Research Methods)

## **Teaching Objectives**

- 1) Provide students with the fundamental knowledge of interpretive frameworks for qualitative research.
- 2) Facilitate students' fieldwork experience while using qualitative research methods.
- 3) Guide and mentor students in analyzing qualitative data and drawing sound conclusions.

## **Student Learning Objectives**

After successfully completing this course, students will be able to . . .

- 1) describe, discuss, and debate the interpretive frameworks in science.
- 2) critically analyze articles using qualitative and/or mixed methods.
- 3) collect qualitative data using multiple methods.
- 4) analyze and interpret qualitative data.
- 5) write a qualitative research paper adhering to the APA Publication Manual requirements.

## **Required Texts**

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.

**NOTE:** Creswell textbook is abbreviated as (CRES) in the schedule. Miles, Huberman, and Saldaña textbook is abbreviated as (MHS).

## **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2016). *An easy guide to APA style* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

Supplemental Readings. (Various dates). *Posted on Blackboard.*

**NOTE:** Texts are available at the bookstore or online.

Assessment	Focused Learning Objective(s)	Due Date	Percent of Final Grade: Points
Self-Reflective Journal Entries	1, 4	Each Friday starting January 24 <sup>th</sup> by 11:59 p.m.	10% (individual grade): 10 points each
Weekly Observations	3	Each Sunday starting March 1 <sup>st</sup> by 11:59 p.m.	15% (individual grade): 10 – 50 points
Research Proposal	1, 2	March 27 <sup>th</sup> by 11:59 p.m.	15% (individual grade): 100 points
Two Transcribed Interviews	3	April 3 <sup>rd</sup> and April 17 <sup>th</sup> by 11:59 p.m.	10% (individual grade): 50 & 100 points, respectively
Final Research Paper	2, 3, 4, 5	May 8 <sup>th</sup> by 11:59 p.m.	20% (individual grade): 100 points
Lab Assignments	1, 2, 3, 4, 5	Continuous	20% (individual or group): 10 – 30 points
Participation in Lecture	1, 2, 3, 4	Continuous	10% (individual or group): 10 points

### **Self-Reflective Journal Entries**

Part of collecting qualitative data is being self-reflective about how the research process changes you and vice versa. It is also a chance to provide additional data to your project. Self-reflection about the topic you are investigating can be used as data in your project. More importantly it allows you to develop an understanding of how you may be influencing the data collection and data analysis process as a result of your point of view, experience, and what has been referred to as a person's "baggage." This is also an important part of piecing together all the bits of qualitative information you will acquire (also referred to as bricolage). **Journal entries will be completed on Blackboard and are due each Friday by 11:59 p.m. starting January 24<sup>th</sup>.**

### **Research Proposal & Final Research Paper**

You will write a research proposal throughout the first half of the semester. Please note you will collect data as you write the proposal. The research proposal is an important process in providing a clear statement of the problem, an argument for the purpose of your study using appropriate sources, how previous research relates to your study, a formal statement of problem or research questions, a full methods section, and a detailed data analysis plan. The final research paper will be the result of your semester's lab work and a demonstration of your ability to apply your knowledge so that you have a real qualitative study to report. You will work in groups of three or four to complete the project, but you will write the proposal and final paper individually. **Please Note: These two papers are 35% of your grade, so be diligent in writing your paper and getting help from your lab instructor or me immediately if you have any problems. The research proposal is due March 27<sup>th</sup> by 11:59 p.m. and the Final Research Paper is due May 8<sup>th</sup> by 11:59 p.m.**

### **Weekly Observations**

You will turn in weekly observation notes from your observation sessions throughout the data collection process for your qualitative research project. The notes must be detailed, typed, and demonstrate your ability to write high quality observation notes to collect substantive qualitative data. Everyone's notes will be available to the class to use in their data analysis! **Observation notes are due Sundays by 11:59 p.m. starting March 1<sup>st</sup>. Your lowest observation score will be dropped from the calculation of your overall grade.**

### **Two Transcribed Interviews**

You are required to conduct a minimum of two interviews for your qualitative project. You will transcribe your interviews and turn in the audio file and the transcription on Blackboard. You will be graded on the quality of your interview and the clarity of your transcription by sticking to proper formatting for transcribing interviews. **The first interview is due by 11:59 p.m. on April 3<sup>rd</sup>. The second interview is due by 11:59 p.m. on April 17<sup>th</sup>.**

### **Weekly Lab Assignments**

The lab assignments are designed for you to acquire the necessary skills, knowledge, and tools to complete your research proposal and final research paper. Labs are also designed for you to acquire, at the minimum, a working knowledge of the different types of non-experimental methods psychologists use such as observations, interviews, and non-experimental quantitative studies. **Lab assignments are due five days after the lab day at 11:59 p.m. More specifically, Tuesday's labs are due Sundays by 11:59 p.m. and Wednesday's labs are due Mondays by 11:59 p.m.**

### **Participation in Lecture**

Reading the assigned material and completing the assignments before class and lab are important to understanding the lecture topics and to participating in the discussions. Participation will be assessed through in-class exercises, activities, and discussion. Exercises may occasionally be assigned in class in order to help you to understand the course material. Some exercises will be worked on in class while others may be worked on in class and at home. **Your lowest THREE participation points will be dropped from the calculation of your overall grade.**

### **EXTRA CREDIT: Participate in Research Studies and Worksheets**

Part of understanding the research process is being a participant in a study. You may participate in research studies conducted in the psychology department to earn extra credit. All points will be applied to your Final Research Paper. However, you *cannot* earn more than 100 points on your Final Research Paper, and any leftover extra credit points *will not* be applied to any other assignments. You can view and sign up for studies through the SONA system at <https://usc.sona-systems.com/>. You may complete 6 points of credit on SONA. Half of your points *must* be completed by participating in lab experiments and *not* survey research. Please note that your participation in research is voluntary and you have the right to NOT participate in research studies. If you do not want to participate in studies, then you may complete the alternative, which is writing two five-page papers on two topics, which are also posted on Blackboard. **All credits and/or papers are due by May 1<sup>st</sup> by 11:59 p.m. No exceptions!**

### **Grading Scheme**

*Please Note: I do NOT curve the grade. Whatever grade you have on Blackboard is your grade in real-time that you earned to that date. I do round up (e.g., 93.45 = 93.5%) for your final grade. Finally, it is NOT appropriate for you to ask to make up an assignment at the end of the semester that was due past what is outlined in the late policy (see p. 10) or to ask for extra credit beyond what is described above, so please do NOT ask for either.*

A = 100 - 93.5%; A- = 93.4 - 89.5%; B+ = 89.4 - 86.5%; B = 86.4 - 83.5%; B- = 83.4 - 79.5%; C+ = 79.4 - 76.5%; C = 76.4 - 73.5%; C- = 73.4 - 69.5%; D+ = 69.4 - 66.5%; D = 66.4 - 63.5%; D- = 63.4 - 59.5%; Below 59.5% = F

### **Instructor Student Communication and Blackboard**

Blackboard (Bb) will be used to post announcements, send e-mails, and post all grades and course materials, so it is the student's responsibility to frequently visit the course on Blackboard (website: <http://blackboard.usc.edu>). Bb transactions will follow the below guidelines.

- 1) **Grades:** All grades and points will be posted on Bb one to two weeks after the completion of the exam, assignment, or activity. Grades will not be announced in class, via e-mail, or during office hours.
- 2) **Course Materials:** The syllabus, lab assignments, and supplemental reading material can be viewed and printed from Bb.
- 3) **Announcements:** Class announcements will be posted on Bb, as well as broadcasted in class.
- 4) **Email:** Any email communications from the instructor or TA will be sent via Bb or through the USC's email service. USC requires that all e-mail communication between the instructor and students be sent via an official USC e-mail address. *Any student communication delivered from a non-USC e-mail address will be automatically discarded.*

### ***Tentative Schedule of Topics and Assignments***

	<b>Topic</b>	<b>Reading</b>	<b>Deliverables</b>
<b>WEEK 1</b>			
Monday 01/13/2020	➤ Overview of course	➤ Syllabus	N/A
Friday 01/17/2020	➤ Defining non-experimental research ➤ Philosophical Assumptions	➤ Chapter 1 (CRES) ➤ Chapter 2 (CRES) pp. 15 – 22	➤ None
<b>WEEK 2</b>			
Monday 01/20/2020	➤ No Class! ➤ Martin Luther King Jr. Day!	➤ None	➤ N/A
Friday 01/24/2020	➤ Interpretive Frameworks	➤ Chapter 2 (CRES) pp. 22 – 41 ➤ Chapter 1(MHS)	➤ In-class project (cont.) ➤ Presentations

**WEEK 3**

Monday 01/27/2020	<ul style="list-style-type: none"> <li>➤ Interpretive Frameworks (cont.)</li> <li>➤ Approaches to Qualitative Research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 2 (CRES) pp. 22 – 41</li> <li>➤ Chapter 1(MHS)</li> <li>➤ Chapter 4 (CRES)</li> </ul>	<ul style="list-style-type: none"> <li>➤ None</li> </ul>
Friday 01/31/2020	<ul style="list-style-type: none"> <li>➤ Approaches to Qualitative Research (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 4 (CRES)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class project</li> </ul>

**WEEK 4**

Monday 02/03/2020	<ul style="list-style-type: none"> <li>➤ Example Qualitative Study</li> <li>➤ Example Studies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frank (2006)</li> <li>➤ Chapter 5 (CRES)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion</li> <li>➤ Short Presentations</li> </ul>
Friday 02/07/2020	<ul style="list-style-type: none"> <li>➤ Designing a Project</li> <li>➤ Sampling</li> <li>➤ Gaining Access</li> <li>➤ Using Recording Devices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (CRES) pp. 42 – 56</li> <li>➤ Chapter 2 (MHS)</li> <li>➤ Beitin (2012); on Bb</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercises</li> </ul>

**WEEK 5**

Monday 02/10/2020	<ul style="list-style-type: none"> <li>➤ Ethical Issues in Qualitative Research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (CRES) pp. 56 – 60</li> <li>➤ Brinkmann &amp; Kvale (2012); on Bb</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class group work and exercises</li> </ul>
Friday 02/14/2020	<ul style="list-style-type: none"> <li>➤ Creating a Proposal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (CRES) pp. 61 – 68</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise</li> </ul>

**WEEK 6**

Monday 02/17/2020	<ul style="list-style-type: none"> <li>➤ No Class!</li> <li>➤ President's Day!</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ None</li> </ul>	<ul style="list-style-type: none"> <li>➤ N/A</li> </ul>
Friday 02/21/2020	<ul style="list-style-type: none"> <li>➤ Conducting Observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Angronsino (2005); on Bb</li> <li>➤ Chapter 6, Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ In-class exercise</li> </ul>

**WEEK 7**

Monday 02/24/2020	➤ Conducting Observations (cont.)	➤ Chapter 6; Patton (2015)	➤ In-class exercise
Friday 02/28/2020	➤ Conducting Interviews	➤ Wang & Yan (2012); on Bb	➤ In-class activity

**WEEK 8**

Monday 03/02/2020	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity
Friday 03/06/2020	➤ Conducting Interviews (cont.)	➤ Chapter 7; Patton (2015)	➤ In-class exercise and group activity

**WEEK 9**

Monday 03/09/2020	➤ Focus Groups	➤ Chapter 7; Patton (2015)	➤ In-class exercise
Friday 03/13/2020	➤ Writing Qualitative Research	➤ Chapter 9 (CRES) ➤ Chapter 12 (MHS)	➤ In-class activity

**WEEK 10**

Monday 03/16/2020	➤ No Class! ➤ Spring Break!	➤ None	➤ N/A
Friday 03/20/2020	➤ No Class! ➤ Spring Break!	➤ None	➤ N/A

**WEEK 11**

Monday 03/23/2020	➤ Proofing and Revising Paper	➤ None	➤ <b>Bring in a FULL DRAFT of Proposal</b>
Friday 03/27/2020	➤ Revisiting Your Observations	➤ Observations	➤ In-class activity ➤ <b>Research Proposal Due March 27<sup>th</sup> by 11:59 p.m.</b>

**WEEK 12**

Monday 03/30/2020	➤ Preparing to Analyze Data ➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise
Friday 04/03/2020	➤ Creating & Modifying Codes	➤ Chapter 4 (MHS)	➤ In-class exercise

**WEEK 13**

Monday 04/06/2020	➤ Designing Matrix and Other Visual Displays	➤ Chapter 5 (MHS)	➤ In-class activity
Friday 04/10/2020	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ In-class exercise

**WEEK 14**

Monday 04/13/2020	➤ Reviewing Your Interviews	➤ Interviews	➤ In-class activity
Friday 04/17/2020	➤ Describing What Happened	➤ Chapter 7 (MHS)	➤ In-class exercise

**WEEK 15**

Monday 04/20/2020	➤ Ordering Events & Processes	➤ Chapter 8 (MHS)	➤ In-class exercise
Friday 04/24/2020	➤ Revisiting Your Interpretive Framework and Approach	➤ Chapters 2 & 3 (CRES)	➤

**WEEK 16**

Monday 04/27/2020	➤ Analyzing through Explaining	➤ Chapter 9 (MHS)	➤ In-class exercise
Friday 05/01/2020	➤ Drawing and Verifying Conclusions	➤ Chapter 11 (MHS)	➤ Group exercise ➤ Discussion

**WEEK 17**

Friday 05/08/2020	<b>Consultation Hours: 11:00 a.m. to 1:00 p.m. Qualitative Research Paper Due TODAY by 11:59 p.m.</b>		
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## Tentative Schedule of Labs

	<b>Topic</b>	<b>Reading</b>	<b>Lab Assignments: Due by 11:59 p.m. Five Days after Lab</b>
<b>WEEK 1</b>			
NO LAB			
<b>WEEK 2</b>			
LAB #1	<ul style="list-style-type: none"> <li>➤ Interview Peers</li> <li>➤ Create Groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ No Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ Summary and argument</li> </ul>
<b>WEEK 3</b>			
Lab #2	<ul style="list-style-type: none"> <li>➤ Reading and Analyzing Qualitative Research Articles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Frank (2006)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete Questions in BGRAQ for Frank's (2006) Article</li> </ul>
<b>WEEK 4</b>			
Lab #3	<ul style="list-style-type: none"> <li>➤ Find Two <i>Qualitative</i> Articles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two Articles You Found</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete BGRAQ for Articles</li> </ul>
<b>WEEK 5</b>			
Lab #4	<ul style="list-style-type: none"> <li>➤ Find Two <i>Quantitative or Qualitative</i> Articles on Your Topic</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two Articles You Found</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draft of Argument with Citations Reference Section</li> </ul>
<b>WEEK 6</b>			
Lab #5	<ul style="list-style-type: none"> <li>➤ Ethics Certification</li> <li>➤ Benefits vs. Risks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 3 (MHS)</li> </ul>	<ul style="list-style-type: none"> <li>➤ PDF of ALL Ethics Certification</li> <li>➤ Completed Questionnaire</li> </ul>
<b>WEEK 7</b>			
Lab #6	<ul style="list-style-type: none"> <li>➤ Observation Protocols</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 6; Patton (2015)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed Observation Protocol</li> </ul>
<b>WEEK 8</b>			
Lab #7	<ul style="list-style-type: none"> <li>➤ Interview Protocols</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wang &amp; Yan (2012)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed Interview Protocol</li> </ul>
<b>WEEK 9</b>			
Lab #8	<ul style="list-style-type: none"> <li>➤ Work on Proposal and Turn in Draft</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chapter 6 (CRES)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draft of Proposal: Minimum 5 pages</li> </ul>

**WEEK 10**

NO LAB!	➤ Spring Break!	➤	➤
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**WEEK 11**

Lab #9	➤ Data Analysis Plans	➤ Chapter 8 (CRES)	➤ <b>Research Proposal Due March 25<sup>th</sup> at 11:59 p.m.</b>
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**WEEK 12**

Lab #10	➤ Exploring Your Data	➤ Chapter 6 (MHS)	➤ Detailed and Coded Observation Notes
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**WEEK 13**

Lab #11	➤ Analyzing Multiple Sources of Data	➤ Chapters 6 & 7 (MHS)	➤ Coded Observation Notes and Journals
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**WEEK 14**

Lab #12	➤ Explaining Your Data	➤ Chapter 9 (MHS)	➤ Coded Interview
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**WEEK 15**

Lab #13	➤ Analyze Qualitative Data	➤ Chapter 10 (MHS)	➤ Work on Final Paper
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**WEEK 16**

Lab #14	➤ Analyze Data ➤ Work on Final Research Paper	➤ Chapters 9 & 11 (MHS)	➤ Work on Final Paper
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### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

### **Statement on Plagiarism**

Plagiarism, lazy writing, and cheating are violations of the Student Judicial Affairs & Community Standards and may be dealt with by both the instructor and the university. Plagiarism is defined as, "the act of presenting the ideas and writings of another as one's own." Lazy writing is defined as, "using quotes or paragraphs with the proper citation, but are used in a manner that a paper is stitched together and clearly has little or no original writing." Cheating is defined as, "the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." In instances of academic dishonesty, the instructor will take appropriate action as outlined in the Academic Integrity Review Process (SJACS 14.10). For more information on avoiding plagiarism or lazy writing, see Chapter 1, Section 1.10 in the APA Publication Manual or visit [http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm).

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me or to the TA as early in the semester as possible. DSP is in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: [http://sait.usc.edu/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/centerprograms/dsp/home_index.html); Phone: (213) 740-0776; TDD Only: (213) 740-6948; Fax: (213) 740-8216; email: [ability@usc.edu](mailto:ability@usc.edu).

### **Course Notes**

- 1) **Late Assignments**: Participation points cannot be made up. Lab assignments, observations, journal entries, and papers turned in late will receive a 5% reduction each day for the first two days turned in late. For the following five days (i.e., after the first two days) the late assignment will result in a 10% reduction for each day it is late. After seven days, an assignment cannot be turned in and will result in a grade of zero. Students who experience medical emergencies that prevent them from attending class on days when class exercises or assignments are scheduled will be required to provide original documentation from their physicians within one week explaining their absence. *USC athletes should meet with me as soon as possible regarding their scheduled athletic events that may conflict with course requirements.*

- 2) Email: I typically respond to emails within 24 hours or less. However, I rarely respond to emails between 5:00 p.m. on Fridays to 7:00 a.m. on Mondays (i.e., the weekend). I will do my best to email over the weekend if it is urgent, but please note that I cannot guarantee it.
- 3) Feedback: Your lab instructor and I will make every attempt to return assignments in a reasonable time by returning them no later than two weeks after the due date.
- 4) Appeal Process: If you find that your answer in an assignment or exam was incorrect, but you think it is correct, you can appeal the decision in writing. The written appeal must have supporting documentation (e.g., reference to a class reading). The appeal cannot be based on your opinion or personal experience, but rather based on the course materials. Appeals must be delivered to the instructor no later than one week after the grade is posted. Appeals will not be accepted via email and no late appeals will be accepted.
- 5) Cell Phone and Electronic Device Policy: If you use an electronic device for taking notes, please have it on silent. Please do NOT text or message during class. Finally, **no** class or lab sessions may be video or audio recorded unless you have a specific accommodation provided by DSP for such needs. Please do not take any calls during class and silence your phones.
- 6) Course Participation: Your best bet at remembering and understanding the material is to complete the required readings BEFORE class. Also, keep in mind that you may need to do *multiple* readings of the textbook to gain a full comprehension.
- 7) University Escort Service: If you feel that you would like to be escorted to your vehicle, bus, or campus residence after 5:00 p.m., do not hesitate to call (213) 740-4911.

### **Special Notes**

- 1) This course is more based on applied learning and less on memorization. There are no exams, midterm, or final exam. You will, however, need to dedicate the time that you would typically spend studying for tests to conducting your research. As in any course, work of a significantly high caliber in each of the components of this course is an A (i.e., exceptional work). It is especially important that you be on time for class, have completed your reading assignments prior to class-time, and that you are prepared for discussion of these materials in class.
- 2) *All assignments in this course are expected to be word-processed and graphs/tables should be computer-generated.*
- 3) **All assignments should be completed using APA-style, including the use of a title page.** Assignments are due on predetermined due dates and should be submitted electronically through Bb. Word processing and data management software are available in several computer labs on campus. You should consult your APA Publication Manual for all writing assignments.
- 4) All students are expected to have access to the student computer network. It is your responsibility to ensure that your access is up to date during the semester.
- 5) Tutors are available through the Learning Resource Center (LRC). If you should find that you are not doing as well in this course as you would like, please see your lab instructor or me immediately. *We will help you: It is our job!* You can also arrange short-term or long-term tutoring through the LRC. The Writing Center is also available to tutor students who are having difficulty with writing. For assistance, visit their website at <http://college.usc.edu/writingcenter/> or call (213) 740-3691.

## Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

## Statement of Course Content as a Copyright

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## Syllabus as a Contract

The purpose of this syllabus is to provide a contract between the instructor and the student. By enrolling in this class, you agree that you have read, understand, and will adhere to the syllabus guidelines and complete the assignments given in the class. I reserve the right to change the schedule of topics and readings and I will give notice to you of such changes well in advance of those changes.

